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ABSTRACT

A description is given of three workshops developed to assist school administrators in implementing programs in adapted and developmental physical education for mainstreamed students. The first workshop included information regarding services for the handicapped and approaches to program change in adapted physical education. The curriculum of an adapted physical education program was the subject of the second workshop. Workshop three included a management design developed as a feasible delivery system for adapted physical education. Participants in the workshops responded to an Administrator Opinion Survey both before and arter the sessions. This questionnaire consisted of statements directed toward services and/or conditions that the administrators were aware existed in their school districts, or felt should be implemented in the future. Workshop evaluations by participants showed a mixed reaction. Posttests and the Administrator Opinion Survey failed to demonstrate whether conditions had improved, although positive actions and increased awareness were apparent. A copy of the Administrator Opinion Survey for Adapted and Developmental Physical Education is appended. (JD)

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ADMINISTRATOR INSERVICE TRAINING FOR PROGRAM IMPLEMENTATION IN ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION

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ADMINISTRATOR INSERVICE TRAINING FOR PROGRAM IMPLEMENTATION IN ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION

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State and federal legislation has placed inservice education of administrators, supportive staffs, and teachers as a state and national priority. (TEA, 1978; Dept. of HEW, 1977). The Information and Research Utilization Center (IRUC) has indicated: "Ways to reach administrators and others in decision/policy-making positions is constantly identified as one of the major priority areas and most important needs." (Stein, 1978)

Inservice education can change staff performance and thus is an important and integral part of public school organization. (TEA, 1977) Implementation of programs for the handicapped will ultimately depend on the success of inservice staff development of administrators and teachers in the public schools. Research studies (Vodola, 1977; Winnick, 1968; Paul, 1977; Brady, 1978) describing in-service education for physical education for the handicapped provided excellent implementation strategies including evaluation, individualized programs, and competency based methodologies. Each of the reports emphasized that

successful program implementation depends heavily on changing the attitudes of administrators regarding handicapped students and on having administrative support for educational innovation.

Asher (1967), Brickell (1971), and Granito (1972) included information regarding inservice education and the process of change in educational programs. It was determined that the administrator is the effective change agent for educational innovations and must be the one to support the staffs in educational experimentation. It was also emphasized that there are extensive individual differences in readiness to adopt a new program. In any case, the process of change must begin with the creation of an awareness for change and the need for implementation.

Inservice education training models of administrative responsibilities for the handicapped have also been developed in special education. The research (Giles, 1976; Batten and Burrello, 1975) indicated that traditional approaches toward inservice education have not been successful in producing the desired changes in staff performance. More competency-based and humanistic designs utilizing principles of reality-based simulation would have to be employed in future studies to attain successful change in staff behaviors.

The purpose of this study was twofold. It was intended to develop inservice education workshops for

school administrators to assist them with program implementation in adapted and developmental physical education and to evaluate the content and effectiveness of the workshops. The following methods were utilized for presentation of the workshop content: lecture-demonstration, audience participation, role-play, and audio-visual productions.

Overview of the Workshop Content

Workshop I included information regarding the historical development of services for the handicapped and approaches to program change in adapted physical education. Descriptions of federal and state legislation, advocacy/landmark court cases, the Texas special education plan, and specific concepts for modifications of teaching strategies were provided. Motivational strategies directed toward program development were combined with specific information on facilitating change in current services.

Information in Workshop II was related to the curriculum of an adapted and developmental physical education program. Definitions of terms in the discipline and the role of the adapted physical education specialist were presented. Other curriculum content components included were evaluation and assessment, knowledge and characteristics of handicapping conditions, prescriptive analysis, and the development of individual education plans.

Workshop III included a management design developed for the school district as a feasible delivery system for adapted and developmental physical services. Generic approaches to delivery of services were heavily emphasized. Examples of MBO's (Management by Objectives) for program implementation were presented for discussion by the administrators. Other operational considerations examined included budget and equipment allocations; admission, review, dismissal procedures; and athletic programs for the handicapped, such as Special Olympics.

Procedures

Subjects:

The subjects were 25 (M=16, F=9) central staff administrators selected from the Fort Bend Independent School District. The staff included Assistant Superintendents, Directors of Special Education and Curriculum, Supervisors, Area Coordinators, Principals, and Assistant Principals.

Testing:

In order to collect biographical data on the subjects, information about adapted and developmental physical education programs in the district, and the administrators' reactions to the workshop, it was necessary to find or construct an instrument for the purpose. After several published questionnaires (Robbins, 1973) had been examined, it was

decided that an instrument was not available which would measure the information for this study. Consequently, the Administrator Opinion Survey was developed by the investigator. The questionnaire was divided into three main categories: Degree to Which Services/Conditions Now Exist, Degree of Importance of Each Item, and the Strength of Intent to Implement. The survey contains thirty-six items which were determined to include the appropriate information for the research study. The Administrator Opinion Survey was judged to have face validity by a panel of experts on the basis of the content of the items and the format of the instrument.

The Administrator Opinion Survey was administered to the subjects prior to the presentation of the first workshop training session and again one month after completion of three half-day workshop sessions. Biographical data sheets were also collected from the administrators prior to the first inservice session.

Analysis of the effectiveness of the workshop sessions:

The process for the evaluation of the effectiveness of the workshop sessions was threefold. First, content was judged subjectively by comparison with relevant topics and points of information appearing in recent legislation and current literature. Second, responses to

the Administrator Opinion Survey were considered. The third approach was to evaluate subjectively actions taken by Fort Bend administrators following the workshop and comments offered by the participants during the sessions.

The statistical results were calculated using computer program procedures from the Statistical Package for the Social Sciences (SPSS). Paired *t* tests were applied to the data for each of three columns on the Administrator Opinion Survey to determine if significant differences existed between pretest and posttest data. Significant differences were found at the .01 level for Column I, degree to which services/conditions now exist. All posttest means increased over pretest means, but the *t* values for Column II, degree of importance, and Column III, strength of intent to implement, were not significant at the .05 level.

PAIRED *t* TESTS FOR DIFFERENCES
IN THE PRETEST AND POSTTEST RATINGS
FOR VARIABLES IN THE ADMINISTRATOR OPINION SURVEY
(N=25)

Variable	df	Pretest Posttest Difference	*t* Value
Services/Conditions Now Exist	24	.417	3.46*
Degree of Importance	24	.323	1.30
Strength of Importance to Implement	24	.204	1.62

*2.80 was required for significance at the .01 level; 2.06, for the .05 level.

Interpretation of the statistical findings could have been influenced by the diversity of the positions held by the administrators and by their understanding of their authority. Many participants indicated verbally that they could comment only for their own school building, not for the entire district, regarding their intent to implement changes that involved current scheduling practices, class size, philosophical views and management practices for the handicapped. The subjects also implied that they did not have the administrative power to implement new programs which had not been incorporated into their specific job descriptions or management areas and, therefore, they were unsure about how to respond to items in the survey.

In evaluating the suitability and effectiveness of the inservice education workshop for program implementation in adapted and developmental physical education, the purposes of the study were taken into account. Accomplishment of the first objective, to originate and develop an inservice education workshop in adapted physical education, implied that the workshop content would be designed to cover a variety of appropriate topics, that instructional materials would be prepared, that the manner of presentation would be formulated, and that the workshops would be presented. Each of the procedural steps was carried out. The selection of content for the workshop was supported by literature and

by recent legislation regarding education of the handicapped.

To determine the effectiveness of the workshops required the notation of actions resulting from the workshops, recording the verbal comments of the participants, evaluation of the biographical information, and statistical analysis of responses to the administrator survey. The following results were obtained:

1. Decisions by administrative personnel to require physical education teachers to serve on ARD or IEP committees and to employ an adapted physical education specialist were positive actions indicating action effectiveness of the inservice training sessions.

2. Comments from the administrators indicated that procedures involved in implementing the workshop were effective with the exception that the workshop sessions were too long.

3. The decreased number of zero responses on the posttest showed that as a consequence of the workshop sessions the administrators became more knowledgeable regarding their own existing programs, services, and conditions for adapted and developmental physical education.

4. The diverse job responsibilities of the workhop participants, which were indicated on the Administrator Opinion Survey, suggested marked differences in ability to respond to certain questionnaire items and to implement

adapted physical education programs.

5. The Administrator Opinion Survey failed to demonstrate whether or not conditions and services had been improved, attitudes in regard to the importance of elements in adapted physical education programs had changed, or intentions to implement the program had altered as a consequence of the workshop sessions.

Conclusion

Inservice education for administrators is a necessity since successful implementation of programs for the handicapped depends heavily on changing the present practices and attitudes of the administrators. Brady (1978) implied that inservice education programs can make educators less anxious in working with the handicapped. Attitude barriers will be extinguished through familiarization and direct experiences with handicapped individuals. The process can be expedited through proper inservice program development which stresses increased awareness of needs of the handicapped, knowledge and characteristics of handicapping conditions, and feasible approaches to delivery of services. Most of all, inservice training must be presented through a humanistic approach and include information which is significant to the participants.

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ADMINISTRATOR OPINION SURVEY

For

ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION

You, as a public school administrator, are participating in inservice education sessions and in an opinion survey regarding Adapted and Developmental Physical Education services in your school district. Statements are directed toward services and/or conditions which presently exist or those which you feel should be included in the future.

Please circle the selection which you feel best represents the existing services in your school/school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.

Permission to use the ADMINISTRATOR OPINION SURVEY FOR ADAPTED AND DEVELOPMENTAL PHYSICAL EDUCATION may be obtained by writing to:

Dr. Joey Cowden
University of New Orleans, Lakefront
Department of Health & Physical Education
New Orleans, LA 70122

Permission for use of this instrument in content within the "Administrator Inservice for Adapted Physical Education" is granted. Joey Cowden

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	1. Handicapped students at the elementary level receive daily physical education services.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	2. Handicapped students at the secondary level receive daily physical education services.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	3. A student-teacher ratio of 1 to 5 or less is maintained in physical education for severe/ profound handicapped students.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	4. Regular mainstream physical education classes with handicapped children in them have a student-teacher ratio of 1 to 30 or less.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	5. Teacher aides are used to supplement the delivery of services to handicapped students by regular physical education/adapted physical education teachers.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	6. Teachers of physical education classes for the handicapped possess the necessary competencies and knowledges in adapted and developmental physical education techniques.	0 1 2 3 4	0 1 2 3 4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	7. Teacher's aides in physical education are provided sufficient inservice training regarding instructional techniques for the handicapped.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	8. Regular physical education personnel in mainstream settings are provided at least one session of inservice training each year on current instructional techniques by specialists in adapted and developmental physical education.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	9. The school district budgets proportionately for equipment needed in classes of physical education for the handicapped as compared with regular physical education instructional classes.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	10. Adequate facilities are allocated for instruction of students enrolled in physical education classes for the handicapped.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	11. Physical education teachers with mainstreamed classes evaluate handicapped students on psychomotor skills and record the results in permanent records.	0 1 2 3 4	0 1 2 3 4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	12. Individual education programs include short-term physical education objectives and a statement of psychomotor performance.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	13. A curriculum manual describing services provided in physical education for the handicapped is available.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	14. Early childhood programs include appropriate daily physical education activities for motor development.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	15. Kindergarten programs include appropriate daily physical education activities for motor development.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	16. Administrators are knowledgeable about statements in Public Law 94-142 regarding physical education instruction for handicapped students.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	17. Administrators are knowledgeable about statements in the Texas Education Agency Handbook, Policies and Administrative Procedures for the Education of Handicapped Students, regarding physical education instruction for handicapped students.	0 1 2 3 4	0 1 2 3 4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	18. Facilities used in physical education instruction for the handicapped student are architectually accessible.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	19. Physical education teachers for self contained classes of severely handicapped students evaluate psychomotor skills and record the results in their permanent records.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	20. Administrators are knowledgeable about current employment alternatives for hiring adapted and developmental physical education instructors.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	21. Administrators use the same scheduling practices for physical education classes as for classes in other subjects.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	22. Administrators are knowledgeable about alternatives for mainstreaming and about meeting the needs of students in their least restrictive environment.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	23. The school district sponsors and funds Special Olympic athletic competition for mentally retarded students.	0 1 2 3 4	0 1 2 3 4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST: 0- Undecided	1- Rarely	2- Occasionally	3- Usually	4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance: 0- Undecided	1- Very little	2- Little	3- Much	4- Very much	Strength of intent to implement: 0- Undecided	1- Very weak	2- Weak	3- Strong	4- Very strong
0	1	2	3	4	24. The school district sponsors and funds special athletic competition for other handicapped students.	0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	25. Administrative personnel understand that adapted and developmental physical education services are separate from those services provided by a physical therapist or occupational therapist.	0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	26. Administrators are aware of the curriculum content of a diversified adapted and developmental physical education program.	0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	27. Administrators are aware of the various alternatives for the delivery of services by an adapted physical education instructor/consultant.	0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	28. Self contained units of handicapped students receive daily physical education services appropriate to their needs.	0	1	2	3	4	0	1	2	3	4
0	1	2	3	4	29. Children who can experience success in the least restrictive environment are mainstreamed in regular physical education classes.	0	1	2	3	4	0	1	2	3	4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	30. Administrators allow and encourage physical education instructors to attend professional meetings in order to strengthen their competencies in adapted physical education.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	31. Evaluative criteria are available to guide administrators in monitoring the quality of adapted physical education programs.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	32. Physical education personnel participate regularly on ARD committees and/or other interdisciplinary planning sessions concerned with education of handicapped children.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	33. Administrators can cite the competencies an adapted physical education specialist should possess and can state the tasks he/she should perform.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	34. Parents of handicapped students are made aware of adapted physical education services in the school district through a variety of techniques, including special meetings focusing upon adapted physical education.	0 1 2 3 4	0 1 2 3 4

ADMINISTRATOR OPINION SURVEY

Degree to which services/ conditions NOW EXIST 0- Undecided 1- Rarely 2- Occasionally 3- Usually 4- Almost always	Please circle the selection which you feel best represents the existing services in your school/ school district and the corresponding columns for those services which you feel should exist in the future. Please mark through statements which are not applicable.	Degree of Importance 0- Undecided 1- Very little 2- Little 3- Much 4- Very much	Strength of intent to implement 0- Undecided 1- Very weak 2- Weak 3- Strong 4- Very strong
0 1 2 3 4	35. Students with medical excuses to exempt them from regular physcial education classes must have these medical excuses re-evaluated/renewed periodically.	0 1 2 3 4	0 1 2 3 4
0 1 2 3 4	36. Students with medical excuses to exempt them from regular physical education are scheduled for alternative adapted physical education programs.	0 1 2 3 4	0 1 2 3 4